

**Montana's Five-Year Comprehensive Education Plan
Facilitator's Conference
October 8-9, 2002
1300 11 Ave. Conference Room
Helena, Montana**

Time	Activity	
8:00 - 9:00 AM (State facilitators and their sub- contractors only).	Contracts and Coffee <i>Contractual responsibilities and detailed information about billing OPI for services</i>	Sioux Roth , Purchasing Chris Provance School Improvement Planning and Evaluation Specialist
9:00 - 9:40 AM	Welcome	Nancy Coopersmith Assistant Superintendent
	Charge	Linda Peterson Accreditation Division Administrator
9:40 - 10:00 AM	Introductions Real and Ideal Analogy	Chris Provance
10:00 - 10:45 AM	ARM 10.55.601 Overview Monitoring and Evaluation	Linda Peterson Al McMilin Accreditation Specialist
10:45 - 11:00 AM	BREAK	
11:00 - Noon	Cross-Program Connections MontCAS NCLB of 2001	Linda Peterson Ron Lukenbill Marsha Davis Equity and Opportunity for All Division Unit Managers
	Special Education	Marilyn Pearson IDEA Division Manager
	Indian Education for All	Lori Falcon Indian Education Specialist Everall Fox Gear-Up Specialist
12:00 - 1:00 PM 1227 Training Room	LUNCH Lunch-Box Synectics	
1:00 - 1:15 PM 1227 Training Room	10.55.601 Part A Educational Profile	Chris Provance
1:15 - 3:15 PM 1300 Conf. Rm. 1227 Training Rm.	Breakout Session 1 Smallest and Largest Districts Mostly Middle Districts	Chris Provance Kevin Boice
3:15 - 3:30 PM	BREAK 1300 Conference Room Snacks	
3:30 - 5:15 PM	Breakout Session 2 Reverse of 1	
5:15 - 5:30 PM	OPI Resources/Evening Work	

5:30 - 8:00 PM OPI Resources Open	Dinner on Your Own/Independent Work	Chris-1300 Conference Room Kevin-1227 Training Room
	1300 11th Avenue Conference Room Wednesday, October 9, 2002	
8:00 - 9:00 AM	Final District Lists Contract Finalization Negotiated Contract Signing	Chris Provance Linda Peterson
9:00 - 9:30 AM	Maintaining Common Ground Activity	Chris Provance
9:30 - 10:30	Expectations and Worksheets GATES Blackboard Q and A OPI Contact List	Wes Snyder Chris Provance
10:30 - Noon	Team Time	
	1300 Conference Room-2 Groups 1227 Conference Room Roth Conference Room	Medium Sized Largest Smallest
Noon-1:00 PM	Lunch Q and A Final Word	
1:00-2:30 PM	Team Time Same Rooms	1:30 Largest Districts Conference Call w/Carol W. 1300 Conference Room
2:30-3:30 PM 3:30-4:00 PM	15 Minute Team Presentations Other	Linda Peterson Chris Provance Al McMilin Kevin Boice

What is REAL?

Policy is to best practice as _____
is to _____.

What is IDEAL?

Policy should be to best practice as _____
is to _____.

Notes on Administrative Rules of Montana
(ARM) 10.55.601

School Improvement and Accountability Concept Map



Lunch-box Synectics

Attach a picture that best represents the statement in each box.

In relationship to school improvement

the OPI is like a ...	federal programs are like ...
ARM 10.55.601 is like a ...	In my role as a facilitator, I am like a ...

3***2**1*

3***

List 3 things about the profile producer spreadsheets and the OPI data that you feel very comfortable teaching.

1

2

3

2**

List two things about the profile producer spreadsheets and the OPI data that you wish you had more time to practice.

1

2

1*

Name one thing about the profile producer spreadsheets and the OPI data that you absolutely do not understand.

1

Recommended Process for Meeting Continuous Improvement Requirements of 10.55.601

Getting Ready, Vision/Mission and Beliefs

Standards Alignment

Profiling

Data Analysis

Baseline/Indicators/Measurable Objectives (Targets)

Action Plan

On-going Evaluation

REMEMBER

Data Summary Statements:

- ... DO identify strengths and areas of need**
- ... DO write only what the data says**
- ... DO NOT offer solutions**
- ... DO NOT describe cause or blame**
- ... DO NOT include wishes or wants**
- ... DO focus on student achievement**

Translating Data Analysis Statements

Measurable Objectives- (Annual or Yearly Performance Targets)

(How Many and Which Students) will (Achievement Description) (Year Time Frame) as measured by (Name of Data Source(s)).

Example

60% of students in grades 4, 8, and 11 will score At or Nearing Proficiency in Mathematics Concepts by Spring 2005 as Measured by ITBS/ITED.

Baseline

Step 1: Write the data analysis statement.

Step 2: Provide name of data source and baseline score aligned to Objective statement.

Example

Fewer students are At or Above Proficient in Math Concepts than any other math component.

2000 ITBS Gr. 4-31% At or Above

2000 ITBS Gr. 8-13% At or Above

2000 ITED Gr. 11-38% At or Above

Indicator

Exactly what will be measured to indicate growth, including subpopulations, name of assessment and date assessment will be given.

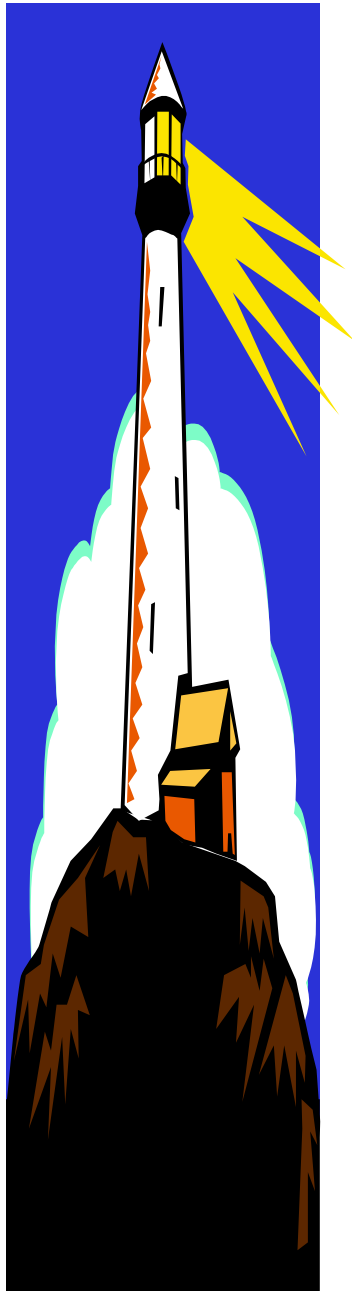
Example

% of free and reduced-lunch students at proficient and advanced in reading as measured by ITBS/ITED.

% of free and reduced lunch students at proficient and advanced in reading as measured by district Six Traits Reading Assessment.

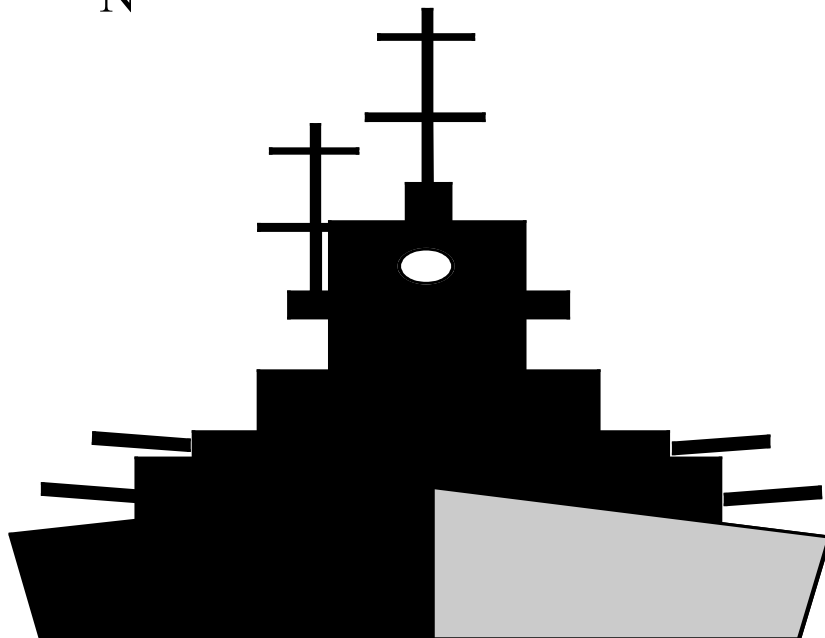
% of grade 8 at proficient and advanced in mathematics as measured by ITBS.

Acrostics



D
A
T
A

D
R
I
V
E
N



Facilitator's Common Ground

Common Series Outline		
Month(s) and Time	Topic	Audience
November	District Profiling Eval of Current Profile Using Excel ProPro	District Staff Responsible for Profile
*December 3	Vicky Bernhardt Keynote Multiple Measures OPI Update on 10.55.601 ESEA Update	District SIP Leaderships
December-February	Analysis of Data Goals, Objectives and Indicators	District Planning Team
*February 23 (?)	Title I Conference No Child Left Behind Presentations	At Least One Member of District Team
March	Modifying Objectives and Indicators Writing Action Plans	District Planning Team
April	Self-Evaluation and Monitoring	District Planning Team

*Modifications to the above must be approved.

Facilitator's Common Ground

Use a Common Format

The following standard session format is consistent with best practices in professional development as recommended by the National Council on Staff Development and used whenever possible by Title II Part A State Level Activities. Please follow this format when organizing each session.

- Engagement Activity (10% of total time)
- Research Connection (10% of total time)
- Instruction (20%-30% of total time)
- Collaborative Activity (40%-50% of total time)
- Reflection (10% of total time)

Use Common Strategies (District Requests)

- Training is specific to sized district.
- Training uses their data whenever possible.
- Training allows them time for teamwork whenever possible.
- Training allows them to get input and insight from other districts of like size.

Use Common Agendas

Each like-district (smallest, medium, largest) group must come to consensus on A and B and attempt consensus on item C. All facilitators must include A and B on their session agendas. If a facilitator(s) chooses an item in C than is different than the consensus, please turn into Chris prior to leaving October 9.

Create an electronic version of this list for each session. Name each saved file with Session Number and Name of Like-district Group (Smallest, Small-Medium, Medium, Largest).

Session 1

A) Five Content Items that Must Addressed:

- 1.
- 2.
- 3.
- 4.
- 5.

B) Three Content Items that Should be Addressed:

- 1.
- 2.
- 3.

C) One Content Items that Would Be Great to Address:

- 1.

What assignment will be given "For Next Time?"

Session 2

A) Five Content Items that Must Addressed:

1.

2.

3.

4.

5.

B) Three Content Items that Should be Addressed:

1.

2.

3.

C) One Content Items that Would Be Great to Address:

1.

What assignment will be given “For Next Time?”

Session 3

A) Five Content Items that Must Addressed:

- 1.
- 2.
- 3.
- 4.
- 5.

B) Three Content Items that Should be Addressed:

- 1.
- 2.
- 3.

C) One Content Items that Would Be Great to Address:

- 1.

What assignment will be given “For Next Time?”

Session 4

A) Five Content Items that Must Addressed:

- 1.
- 2.
- 3.
- 4.
- 5.

B) Three Content Items that Should be Addressed:

- 1.
- 2.
- 3.

C) One Content Items that Would Be Great to Address:

- 1.

What assignment will be given “For Next Time?”

Session 5

A) Five Content Items that Must Addressed:

- 1.
- 2.
- 3.
- 4.
- 5.

B) Three Content Items that Should be Addressed:

- 1.
- 2.
- 3.

C) One Content Items that Would Be Great to Address:

- 1.

What assignment will be given "For Next Time?"

Consensagram

Use consensagram to measure consensus of each sessions content and assignment list. 80% over 80% or over is consensus for our purposes.

To what degree do you agree with the content/assignment selected for Session 1?

0 10 20 30 40 50 60 70 80 90 100

To what degree do you agree with the content/assignment selected for Session 2?

0 10 20 30 40 50 60 70 80 90 100

To what degree do you agree with the content/assignment selected for Session 3?

0 10 20 30 40 50 60 70 80 90 100

To what degree do you agree with the content/assignment selected for Session 4?

0 10 20 30 40 50 60 70 80 90 100

Before and After

Draw a picture or describe what school districts students and staff will look like before and after the implementation of a school improvement process.

STUDENTS BEFORE	STUDENTS AFTER
STUDENTS BEFORE	STUDENTS AFTER

Five-Year Comprehensive Education Evaluation

Title _____ **Presenter** _____

Date _____ **Location** _____

Your Role

<input type="checkbox"/> Superintendent	<input type="checkbox"/> Principal	<input type="checkbox"/> Curriculum Coordinator
<input type="checkbox"/> Teacher	<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Special Education Teacher
<input type="checkbox"/> Support Staff	<input type="checkbox"/> Specialist	<input type="checkbox"/> Special Education Director
<input type="checkbox"/> Parent	<input type="checkbox"/> State Agency Staff	<input type="checkbox"/> Consortium Director
<input type="checkbox"/> Community-Based Organization Member	<input type="checkbox"/> Other	_____

At what level do you work? K 1 2 3 4 5 6 7 8 9 10 11 12 Postsecondary Adult
(circle all that apply)

Your school district is located in what Montana county? _____

Is your attendance at this workshop (circle one)
Are you attending this workshop (circle one)

mandatory
with a team

voluntary
alone

CONTENT

**Strongly
Agree**

Neutral

**Strongly
Disagree**

Presenter demonstrated thorough knowledge of the topic.

5 4 3 2 1

I learned more than I already knew on this topic.

5 4 3 2 1

I will be able to apply what I learned.

5 4 3 2 1

The content addresses one or more of my priorities
for improvement.

5 4 3 2 1 unknown

The content addresses one or more of my organization's
priorities for improvement.

5 4 3 2 1 unknown

PROCESS

The teaching techniques used helped my learning.

5 4 3 2 1

The materials used helped or enhanced my learning.

5 4 3 2 1

I was given an opportunity to practice using the new ideas.

5 4 3 2 1

The time allotted for the topic covered was appropriate.

5 4 3 2 1

FACILITIES

The facilities were appropriate.

5 4 3 2 1

(If you are disabled.) The accessibility and
accommodations met your needs.

5 4 3 2 1 n/a

Would you recommend this session to a colleague?

Yes

No